

Orientation and English Instruction for Students from Other Lands

*Program of the Washington Orientation
Center for Foreign Students and Trainees
at Wilson Teachers College, Washington, D. C.*

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Foreword

THE Orientation Center for Foreign Students and Trainees, located at Wilson Teachers College, Washington, D. C., is financed by a grant-in-aid from the Department of State. It is operated under the advice and direction of the National Education Association, the Board of Education of the District of Columbia, and the Division of International Educational Relations of the Office of Education. The Center is maintained primarily to serve the needs of students and trainees who come to this country on fellowships from the United States Government or from their own governments. Since its beginning in 1942, this institution has assisted thousands of foreign students in improving their English and in becoming adjusted to life and customs in the United States.

Orientation and English Instruction for Students from Other Lands has been prepared by Margaret L. Emmons, Director of the Orientation Center, and five members of the staff of that institution. The teachers who assisted in compiling the bulletin are: Mrs. Ellen M. Judson, Mrs. Esther L. McGuire, Mrs. Etta F. McKinley, Jean Robertson, and Mrs. Helen H. Shears. Organizational suggestions and recommendations on content and form were made by Raymond H. Nelson and Thomas E. Cotner of the staff of this Division. The photographs are by Thomas H. Emmons.

The bulletin is for the use of those engaged in the preparation of foreign students who come to the United States to study in our institutions of higher learning or to take training in our industries and Government agencies. It contains information about the curriculum and courses of study of the Orientation Center, suggestions on methods of instruction which have been found to be successful, an appendix, and a bibliography.

KENDRIC N. MARSHALL, *Director,*
Division of International Educational Relations.

Organization

THE ORIENTATION CENTER was established primarily for foreign students and trainees who come to the United States on fellowships granted by the United States Government.

The courses are organized on a continuous rather than term basis so that a student can enter or leave the Center at the time which is most convenient for his program of studies or training. It is hoped that a student who enters with little or no knowledge of English will remain long enough to attain a mastery of the language sufficient for his own particular needs.

Testing and Placement

FOR EFFECTIVE class work it is necessary that the students of a class be on approximately the same level of English proficiency. In the Orientation Center there are four levels of English instruction: beginning, elementary, intermediate, and advanced. The director tests the new students and determines at which level he should be placed with the most profit to the incoming student and with the least retardation of the students already in the class. When there is more than one section at the same level, students can be grouped according to their professional interests.

The tests which are used as guides in making a placement are a speaking test and an English proficiency test.

SPEAKING TEST

While registering the new student, we record on a disk his responses to our questions. We ask him to make complete sentences when answering the following questions:

What is your name?

What is your country?

When were you born?

How long have you studied English? (In primary or secondary school, or university, or recently in one of the cultural centers?)

What is your profession?

What training will you take in the United States?

Will you talk a few minutes about your work in your country?

The construction of his answers, his pronunciation, his fluency or lack of it, and his vocabulary show whether he is able: To answer questions at all; to make only one-word or two-word answers; to form complete, correctly constructed sentences; to give a fairly fluent talk about a familiar subject, e. g., his training and his work.

Although we find it convenient to make a disk recording of this speaking test for the study of errors and for later reference, this procedure is not essential. It is possible to get good results by carefully noting errors as the student answers and by grading him according to these notes. We try not to embarrass a timid student by forcing him to make a recording, but try always to put him at his ease. When we replay their answers, students are usually very much interested in hearing themselves speak. We point out errors in a rather casual manner, and we praise and encourage the student for his accomplishment, trying from the outset to build up his confidence in his ability to make himself understood.

ENGLISH PROFICIENCY EXAMINATION

We are in an experimental period in our testing program at present, having come to believe that although auditory comprehension is often the least developed of the student's skills in using English, it is nonetheless the skill most necessary in achieving satisfactory results in university studies and practical on-the-job training. Consequently, the results of the auditory comprehension tests are now being given most weight in deciding into which class a new student is to be entered. We have recently received permission to experiment with a test which the Department of State is developing for testing the English ability of applicants for fellowships. A description of it here may assist others in preparing similar examinations, if they so desire. This test is known as the "English Proficiency Examination."

The auditory-comprehension test has two parts. In the first part, the examiner reads aloud to the students 80 statements to which they must respond by marking an "X" in either a "True" or "False" column on an answer sheet. The examiner reads each statement twice at a normal speed, with no unnaturally clear enunciation or emphasis. The vocabulary used in the statements consists of common words. For example, two typical statements might be: "People in Chicago never eat in restaurants," and "We usually put on our coats when we feel cold."

The second part of the auditory-comprehension test consists of two short, amusing anecdotes, with ten questions about each. The examiner reads an anecdote twice, being careful to use the same speed and emphasis he would use if he were telling the joke to a group of North American

friends. Then he reads each question twice, giving time between questions for the student to write short answers, consisting of only a word or a simple phrase. The grading is not based on the grammatical composition of the answers, but on whether they show that the anecdote and questions have been understood.

Including the 80 true and false statements, there are 100 items in the auditory-comprehension tests. No norms have been established, but from our experience, we are inclined to think that a student is far from being ready to enter a university or begin a training program unless he had a high percentage of his answers correct.

The second section of the Department of State test is the writing of a 1-page essay on a familiar subject, such as, "A Description of My City." Only 15 minutes are allowed, and the grading plan includes all the elements demanded in good composition.

A third part of the examination is a test of the student's conversational ability, each student having 5 minutes of personal conversation with the examiner. His conversational ability is graded as bilingual, fluent, sufficient, insufficient, or slight.

On the basis of the over-all grade on these tests, we assign the new student to his class. When the make-up of a class depends more on the students' auditory and conversational ability than on their skill in reading and grammar, the teacher can employ the oral methods of instruction much more effectively. A student with a good reading vocabulary and a basis of grammar makes rapid progress and is promoted from class to class as his ears learn to distinguish the words his eyes already know.

GRAMMAR AND READING TESTS

The Center is indebted to Harold B. Dunkel, Board of Examinations, University of Chicago, for an elementary structure test which is useful in discovering specific areas of grammar in which a new student needs review and remedial drill. This test consists of the student's selecting the correct form of nouns and verbs, of putting statements into question and negative forms, and of arranging words or phrases in their correct order in given sentences. The test is also useful in determining how nearly ready a student may be for university work. Dr. Dunkel considers that a student who scores 80 percent or above on the test can begin college English, if his preparation in other subjects is also satisfactory.

Reading tests compiled by H. T. Manuel, Director of the Testing and Guidance Bureau, University of Texas, are scheduled to be published in a revised edition by the Educational Testing Service, Princeton, N. J., under the title of "Cooperative Inter-American Tests." We have been giving these tests in their original form for several years, and we think

that they are an excellent aid in determining the student's ability to understand written words and informative paragraphs, and his readiness to carry a full university program of studies.

In studying publications of other English Language institutes, we are interested in learning what they are using as testing materials. Wellesley reports that "the tests in Structure, Aural Perception, Aural Comprehension of the English Language Institute, University of Michigan, formulated under the direction of Dr. C. C. Fries, are used for placement of students in classes. At mid-term, tests are given in certain classes. For 2 years, the English Examination for Foreign Students of the College Entrance Examination Board has been given as the final test." (43)

Louisiana State University says that its students are divided into four sections on the basis of the Aural Comprehension Test and the Structure Test of the University of Michigan Institute. (55) Queens College reports that "the staff of the Queens College Institute has had as one of its basic functions the development of a valid and reliable testing program that will assist in the planning of instruction, in appraising the student's progress, and in offering a reliable evaluation of the student's command of English at the time when he applies to the university or college of his choice." The staff says that it has found the reading section of the College Entrance Board Examination for Foreign Students to be the most useful of all the measures of reading ability that it has investigated. It also finds the Cooperative English Tests of the American Council on Education useful. The Queens staff has created two vocabulary tests, (Forms X A₂ and XB₂, Queens College English Language Institute, Flushing, N. Y. Mimeographed), and has been getting interesting results from their use. (45)

¹ Italic numbers in parentheses refer to biographical references on pages —.

Courses for the Various Levels

The division of students into beginning, elementary, intermediate, and advanced levels seems to indicate a pronounced difference in curriculum at these levels. However, this is not the case, since new students who enter above the beginners' level need so much review that the courses at each level constantly overlap those below and above. Consequently, each teacher has at her disposal our complete resources of textbooks, visual aids, and other materials and is free to select and use them in the way which best serves the needs of her group. Moreover, since many of our projects are offered to all of the students (for example, our educational films, field trips, and assemblies), all groups may be preparing for these activities at the same time, although, necessarily, at different levels of achievement. Because of these factors, there will be some repetition in the following discussion of work in the various groups. In order to reduce repetition to a minimum, we are discussing under one heading the beginning and elementary levels.

COURSES FOR BEGINNING AND ELEMENTARY GROUPS

The courses for beginning and elementary students, as described, should together cover about 8 weeks. However, their length may be reduced or expanded according to the ability of the students and the time they have for language study. English is taught through the systematic control of vocabulary and syntax. Graded, direct method texts and teaching aids provide the ground work.

We make use of visual and auditory aids and classroom demonstration of sentence structure, based on *English through Pictures* (formerly *The Pocket Book of Basic English*) by I. A. Richards, English Language Research Inc., Harvard University (41). This text presents a 500-word selection from the 850-word vocabulary of Basic English in a sentence sequence developing from simple to complex, interpreted through line drawings. Structural elements and vocabulary are so introduced that sentence situations may be demonstrated in the classroom. After a key pattern is established, it is adapted to other needs and interests of the students. In this way their vocabulary may be expanded rapidly. The following examples are from a unit on travel. The first illustrates variations in pronouns.

The key pattern: "He has his bag with him."

Dramatization: He has his brief case with him. ("He" is represented by a student who actually holds his brief case in his hand.) Then the students begin to form new sentences, pointing as they say, "she," "they," "you," "I," "we"—for example.

Adaptation: He has his book with him.
She has her book with her.
They have their books with them.
You have your book with you.
I have my book with me.
We have our books with us.

The second example has variations of forms of the same verb, and of phrases.

The key pattern: "His friends were waiting for him at the station."

Dramatization: His classmates were waiting for him in the classroom.

Adaptation: His program director was waiting for him in the office.
He was waiting for instructions in a cablegram.
Someone is waiting for you on the telephone.
The people are waiting for the returns from the polls.

Filmstrips of the Basic English text may be projected on the wall for group work. These films present pictures without subtitles to provide subjects which the students may talk about, using the vocabulary and syntax already studied. *The Anglophone Records*, which are recordings of the first 112 pages of the text, may be used alone, or with the book, or synchronized with the filmstrips. Eight of these records provide units for study with carefully timed intervals to allow the students to repeat statements for pronunciation, rhythm, and speed. The ninth record pronounces in alphabetical order all the new words introduced in the text after page 112. These words may be used for dictionary work, as an index in the text refers the students to the page on which each word first appears. Workbooks provide written or oral work based on the units studied. They supply pictorial aids, graded readings, and answers to carefully graded problems. A parallel text, with workbooks and a book on notes to teachers, is *Learning the English Language*. Books I-IV (14).

At the elementary level, selected drills and readings are introduced from *An Intensive Course in English* (16), produced under the direction of Charles C. Fries, English Language Institute, University of Michigan.

The radio is a useful teaching aid, particularly for students who have had practice with *The Anglophone Records* and other records selected for supplementary work. Training in listening is essential. Weather reports given on the radio and over the telephone gradually become intelligible if listened to daily. Advertisements, and programs presenting questions and answers are also useful. The use of the telephone in making and receiving calls provides auditory and oral practice.

The foreign student often has embarrassing experiences because he does not know the words and expressions commonly used in his daily

contacts with people outside the school environment. For example, a student paid \$10 for services in a barber shop because he did not understand the services the barber suggested and did not understand the



Mirajati Udhayanandh from Thailand and Captain Hassen Mohanna from Syria are preparing to show a "Report on the News."

signs on the wall which gave the prices of these services. For this reason an important part of the oral work at the beginning and elementary levels consists of discussing such situations and teaching the students the appropriate vocabulary. Many problems which otherwise might be embarrassing or even dangerous are solved by dramatizing the situation and memorizing a few useful expressions. Although the written form gives little idea of the difficulties involved in hearing or using these expressions, we are including several here as a suggestion. A teacher can make a list to suit the individual needs of the class.

At a barber shop: The necessity of reading the signs indicating the charges, to avoid unnecessarily large bills; giving instructions, such as, "I want a hair cut, not too short. Please keep the same lines."

At a dance: "May I have this dance?" "May I give you some punch?" (not "a punch").

At a doctor's office or a drug store: Understanding directions for the use of medicines, "Gargle—Do not swallow." (We found a student taking the gargle internally.)

In stores: Understanding that a price sign refers to each article displayed under it, not to a pile of articles, and learning that after making such a mistake with the consequently large bill, it is not necessary to complete the transaction—"I am sorry, I didn't understand. I won't take these now."

In rooming and boarding houses: "With or without board"; "single or double room"; "roommate"; "share the bath"; "rent due."

In public buildings: Signs—Exit, Push, Pull; in an elevator, "Face the front."

On the street: Asking directions and finding house numbers; advisability of carrying money and important papers in inside pockets.

On a streetcar or bus:

Passenger: "Does this go to _____?"

Driver: "No, next car." "Car marked _____;" "Car number _____" (or) "Yes, step lively; all the way round; watch the door."

Passenger: "Tokens and transfer. Will you let me know when we get to _____?"

Driver: "Three stops on. Stand back of the white line. Right on back. Make room for others. Leave by the center door."

Passenger: "May I pass, please? Are you getting out?"

Driver: "Step down—Watch your step."

On the telephone: Long distance rates; "Person to Person" or "Station to Station." One of our students was saved considerable money by having had these terms explained.

One of the weekly publications for students is used as reading comprehension material for an elementary group. Daily newspapers may also be used to some extent. The teacher selects and paraphrases articles of special interest to the students. Occasionally events reported in the newspapers may be dramatized by having students take the roles of prominent persons. Every opportunity for taking speaking parts may be used advantageously. For interpreting new vocabulary it is helpful to use the *Basic English Dictionary* (33) which gives the meanings of more than 20,000 words defined in Basic English.

Students practice writing by taking simple dictation related to the day's work and by preparing short reports on week-end activities and visits to places of interest. Letter writing is limited to informal answers to invitations, and to notes of thanks.

COURSE FOR INTERMEDIATE GROUPS

This is a continuation of the elementary course for those students who advance from the lower level, but for those who enter the Center at the intermediate level it may be considered as a separate unit. The objectives are to improve the skills already acquired by providing more practice in auditory comprehension, speaking, reading, and writing. On completing this course satisfactorily, a student should be able: (a) to understand questions in slowly spoken English; (b) to make questions and negative statements in correct form; (c) to understand simple conversations based on life situations; (d) to speak a little about his own country and his special work; (e) to write a well-constructed paragraph, simple reports, and letters; and (f) to read simple material.

Students have 4 hours of instruction each day with the teacher of the intermediate level and a fifth hour with the teacher of the Orientation Lessons (described in the section on courses for general orientation). The daily program is flexible and is adapted to the needs of the individuals in the class. The schedule is usually divided into periods of an hour each for conversation, oral reports, grammar, and reading. Some writing of compositions and of dictated material is also done in classes, but in general, the writing is assigned as home work.

CONVERSATION

In a course in which new students are constantly entering, the material for auditory comprehension and oral reproduction at the intermediate level needs to be of the most practical nature. For example, simple conversations can be based on such life situations as the following:

1. Greetings and expressions about the weather.
2. Time expressions and cardinal numbers.
3. Ordinal numerals and dates.
4. Asking directions and reading signs.
5. Money and banking.
6. Living in a hotel.
7. Ordering meals and "eating out."
8. Going shopping.
9. Health.
10. Modes of travel.
11. Means of communication.
12. Keeping clothes in order.
13. Personal appearance.
14. Recreation.
15. Religion.
16. Using the telephone.
17. The names of countries and of their languages.

Anecdotes can be used to advantage in auditory training. *Exercises in English Conversation for the Foreign Born*, by Robert J. Dixon (7), contains many anecdotes with suitable questions. The teacher usually proceeds by reading the anecdote aloud, while the students listen. Then

she explains and writes on the blackboard unfamiliar words, phrases, and idioms used in it. Next, she rereads the anecdote and the students indicate any lack of understanding of any part of it. Possibly she reads it several times, at first slowly, but gradually increases to a normal speed. She breaks the sentences into phrases, letting the students repeat exactly what they hear, until they can hear it correctly. Finally, she reads the little story in the quick, careless way, with slurred vowels, which is typical of what the student will hear on the street or from a rapid-fire lecturer in a university classroom. The students may then retell or write the anecdote, being encouraged to use the words and idioms they have just learned.

Memorizing some simple paragraphs and constructing questions and answers about the paragraphs in the form of a conversation are practical for a written assignment. Later the questions and answers can be used orally in the class to make conversation among the students. New materials of this kind can be worked out from time to time as the need for them arises. Mimeographed copies are prepared and given to each student. An example of one such account follows.

A DAY'S PROGRAM

I got up this morning at 7 o'clock. I took a shower (or a tub bath); I brushed (washed) my teeth; I shaved; I combed my hair; and I dressed. (for the women—I took a shower; I brushed my teeth; etc.) It was raining, so I had to put on my raincoat and carry an umbrella.

I left the house (or my hotel) at 7:45 and went to the cafeteria for breakfast. After that I went to the nearest bus stop and got on the S2 Bus and rode to 16th and Irving Streets. There I transferred to the H2 Bus and rode until I (got to) (arrived at) (reached) 11th and Irving Streets. I got off the bus, and I walked over two blocks to 11th and Harvard Streets where the Orientation Center is located. I attended English classes from 8:30 until 11:10; then I went to the cafeteria for lunch. After lunch I attended a special lesson and another English class. When I left school at 2:30, I (went to the Department of Labor to keep an appointment with my program director) or (went shopping, went home, etc.)

At 7 o'clock I went to dinner with some North American friends. After dinner we went to the movies, and I came back home (returned home) about 10 o'clock. I studied a little while and went to bed about 11:30.

The expressions usually requiring much drill are underlined.

ORAL REPORTS

During the daily period devoted to oral reports, the students in the class are asked, in turn, to speak on subjects which are familiar or

interesting to them, such as descriptions of their native countries, customs, and educational systems, or on matters pertaining to their professions. The report is first organized and written, then corrected and studied, and finally presented orally to the other students. Usually these reports are limited to 10 or 15 minutes. After a report has been given, the other members of the class ask the speaker questions. Since these questions are spontaneous, both the speaker and the questioners have the opportunity to express themselves, and many new words and useful idiomatic expressions are brought out. To give practice in polite phrases, the teacher sometimes asks another member of the class to present the speaker to the class and to thank him after he has finished speaking. For further practice in auditory comprehension at least one educational film is given each week for the students of all the classes.

A few minutes each day are devoted to dictation of pairs of words that sound almost alike, to furnish practice in auditory perception. Examples may be found in Vol. II, Lesson 19, Pronunciation, and Vol. III, Lessons 29 and 30, Pronunciation, *An Intensive Course in English for Latin American Students* (16). Further dictation of simple questions and common phrases may follow the dictation of pairs or groups of words. Proverbs or short, pithy quotations may be used for dictation. A discussion of the latter often leads to an interesting conversation.

GRAMMAR

The grammar lessons are not formal but are constructed by the teacher on the basis of errors noted in oral and written work. The teacher drills on verbs, questions, negative statements, contractions, etc., and insists on accuracy in sentence structure and in pronunciation. In the grammar course, use may be made of Vols. III and IV (or even Vol. II, if the group is a low one) of *An Intensive Course in English for Latin American Students* (16). Audrey L. Wright's book, *Practice Your English* (57), is also used. (Even though these volumes are written for Spanish speakers, they contain much material which can be adapted and used for students with a variety of linguistic backgrounds.) Some home-work assignments are given, consisting of writing sentences in which application is made of the principles which have been stressed in the day's class work.

READING

Some of the materials used for reading are: *Current Events* (2); special stories that deal with the field trips, the films shown, or other Orientation Center activities; and articles about the students' special fields of interest. Reading for comprehension is the objective of this part of the work. Some reading directly from the newspaper may be done, but, as a rule, this is taken up in the Course for Advanced Students.

COMPOSITION

An assignment of writing a short composition is given as home work almost every day. The topic usually depends on the general activities of the class or of the Center. That is, if the field trip for the week is to be to the Library of Congress, and the class has studied about it in advance, then one day's assignment may be to write about the visit to the Library. For some of the most important field trips around Washington, the teacher gives the students copies of information prepared in rather simple English, so that each student has the written material at hand for reference. These stories about field trips also furnish good material for class reading.

COURSE FOR ADVANCED GROUPS

As in the intermediate groups, some of the students in the advanced groups are those who have been promoted from lower levels in the Center; whereas others are students who, on entering, already have a knowledge of the fundamentals of English. For example, in entrance tests, the advanced students are those who have scored at least 80 percent in the auditory comprehension test and 80 percent in the Elementary Structure Test. They can converse understandably on a familiar subject and can write a simple essay, though with some errors. These students are now ready to achieve skill in understanding lectures, in speaking freely and fluently for larger audiences than those in their classes, in correcting their own errors through their knowledge of grammar, in reading difficult material, such as newspapers and magazine articles, and in writing at length on a subject of current or professional interest.

The teacher attempts to discover the individual difficulties of each student and to help him overcome them. Under her direction, he continues to improve his pronunciation, to enlarge his vocabulary, to use the library with its reference books, and to increase his knowledge of the institutions and culture of the United States.

The class procedure varies from day to day as the needs of the students differ. One period is devoted to oral work: Pronunciation, drills, vocabulary study, and sentence structure. From the students' conversations or reports, words which they find difficult are selected for special study; for example: words containing the *th* sounds as in thin, thing, thirty, thumb; *j*, as in major; *s*, as in south; *y*, as in youth and Yale; *w*, as in wine; *v*, as in vine and vest. After hearing the correct pronunciation, students pronounce the word, learn its different meanings and uses, apply it in sentences, and practice saying the sentences in correct rhythm.

The students read newspapers daily. Articles of national and international importance are chosen, the students themselves frequently

making the selection. The purposes of the reading are to get the accurate meaning, to become familiar with current affairs, and to observe the use of English. Words which are unfamiliar or difficult are written on the blackboard. The students pronounce, define, and use them in sentences. The reading is followed by short discussions in which all the students participate.

Magazine articles are used for class reports. These articles are assigned several days in advance. Each report is followed by a brief discussion in which the speaker is questioned by the other students about any point which is not clear or about which they wish additional information. The magazines are chosen according to the interests of the individual students. Other sources for class reports and discussions are concerts, lectures, motion pictures, plays, and field trips. The teacher keeps the students informed about interesting public lectures and meetings and arranges personal interviews for the members of the class with citizens of the community.

Oral work, newspaper reading, and class reports are part of the daily procedure. In addition, once a week, each student prepares notes, outlines, and one long written report to be presented to the class. The presentation is followed by class discussion in which each student has an opportunity to practice English and to acquire information about various subjects. The reports creating greatest interest are those in which the student talks about his own country. The subject matter of the reports deals with the arts, customs, economics, education, geography, history, public health, and transportation of the country. The talks are frequently supplemented by maps, motion pictures, or slides, and exhibits of handicraft. An attempt is made to secure a friendly, informal situation for the discussion. Therefore the procedure is directed toward many different objectives. Assistance is given with specific difficulties as they appear. After each report, corrections are given and application of grammar is made. Dictation is used, and note-taking and outlining are studied.

In bulletins circulated by Wellesley and Queens we note that great interest is taken in mimeographed newspapers edited and published by the students. Such a project would stimulate greatly the composition of good weekly reports, and the Orientation Center hopes to be able to add that activity to its program.

Two other suggestions are given in the bulletins just mentioned. Wellesley's bulletin describes a library course under the direction of the staff of the library. It also states: "Since the students are all destined for college work, the classes are designed to give them practice in the techniques of college work as well as language training" (43). Queens College says in its bulletin that the students have a session with the college librarians each semester; it also describes a method of preparing students for classroom experience by allowing each student

above the beginner's level to audit a course in his own field of interest in the regular college. (45).

To return to the discussion of the program of the Orientation Center: For auditory comprehension, an anecdote, a brief essay, or a short story is read aloud. The students listen and retell it, or write it on the blackboard so that all may have the advantage of each correction.

One period each day is used for reading and discussing short stories, poems, one-act plays, or books. *Our Constitution and Government* (21) and *The Gift of Freedom* (48) are typical of the selections used. Parts of such plays as *Our Town* (54) are read for word study and practice in conversation as well as a study of customs. Poetry is used for practice in auditory comprehension, pronunciation, and note-taking.

The poems selected for study should be rhythmical, should deal with subject matter typical of a familiar aspect of living and should be expressed in simple words. For example, "The Pasture" by Robert Frost has been used effectively with an advanced group.

In introducing this poem, the teacher presents the important events in the life of the author, the geographical location, and descriptions and pictures of New England and of farm life. Vocabulary and pronunciation are studied before the poem is presented. It is read by the teacher for correct rhythm, and then read and discussed by the students. Contrasts or comparisons with poetry of their own countries are noted.

Another poem which has proved to be excellent for study, as it provides similar objectives but presents different emotions, environment, sound problems, and vocabulary, is "Bread and Music" by Conrad Aiken. Other suitable poems may be found in any collection of poetry.

Course in Pronunciation for All Levels

The term *pronunciation* is used broadly to mean the correct production of the individual sounds in English, the putting of the sounds together into words, the accurate placing of the accent in words of more than one syllable, and the appropriate use of rhythm and intonation in phrases and sentences. Stress groups, pauses, pitch changes for important and unimportant syllables, and other related matters are all grouped under pronunciation and are taught as a part of this subject. All of these factors apply to the production of spoken English. But equally important is the auditory *recognition* of sounds, words, phrases, and sentences. The teacher of English as a foreign language is responsible for ear training (recognition) as well as for speaking (production).

The purpose of all of our teaching of pronunciation is to train the student to produce, automatically, accurate English sounds in an English rhythm pattern, and to recognize those sounds in the patterns when spoken by others. Many of the suggestions, sample exercises, and examples of teaching techniques which are to be discussed in this section will therefore include practice in recognition of what another person says as well as practice in the production of English by the student himself.

Although pronunciation is constantly taught as an integral part of every lesson, it is a good idea to assign a special period each day in which the primary emphasis is on specific help in the production and recognition of the individual sounds, in the understanding and use of rhythm units, or in some other phase of pronunciation.

But pronunciation must be taught in connection with all the courses. This is because English is not a phonetic language; that is, it is not pronounced as it is written. It has frequently been remarked that English is badly spelled. Pronunciation must be taught in spite of this "bad spelling."

A good student, especially if he has had some study of English before he enters the class, already realizes that English is not a phonetic language. A beginner must be constantly reminded that he is not to try to pronounce every English word as it is written.

In teaching new vocabulary to beginners, first write out the word as the students should write it in their notebooks (e. g., walk). Then write the word on the blackboard again and cross out any silent letters.

Then write it again with only the pronounced letters (e. g., wak). It is even better, for students who understand phonetics, to write the word in phonetic symbols (e. g., wok). Pronounce it for the class. Have the class repeat the word. Then give the meaning (in the context of the moment) by pantomime and explanation in English.



Father Gustavo Vivas, Columbia, and Ramona Moreno, Cuba, question Celal Sanay, Turkey, as he makes a recording about his country.

Give examples in sentences. Pronounce the word again and have the students repeat it in unison. Finally, have each student pronounce the word individually and make a sentence using it.

This is the basic process by which a foreign student acquires an English vocabulary. It is a three-way process for every new word. He must learn to spell the word; he must learn to pronounce it; he must learn its meaning (or meanings) and use. In many languages the first and second steps are identical. Not so in English. Every English word that is new to a foreign student must be taught from the standpoint of pronunciation as well as of meaning and use. Many English teachers who formerly taught only English-speaking students are not conscious of the fact that English is not a phonetic language and that the pronunciation of every new word must be taught—the actual sound of every letter spoken as well as the syllable stressed. In addition, some students may have to relearn the pronunciation of words which are familiar to them, but which they do not pronounce correctly.

The teacher of English as a foreign language finds it necessary to begin by teaching a foreign student how to produce some new sounds. Which sounds used in English will be new depends upon the student's language background. Students having the same language background tend to have the same difficulties in pronunciation. Some teachers believe that it is easier to teach English pronunciation effectively to a group which is homogeneous in language background than one which is not. Other teachers with experience in this field prefer a heterogeneous group, representing a variety of languages, so that students may see that a new sound difficult for them may be a common sound to others in the class who speak a different native language.

Basic to teaching new sounds—or any sounds, for that matter—is recognition. A sound must be recognized to be produced otherwise than by pure chance. Unless a student hears one sound as different from another, he is not likely to be able to produce it as a distinct sound. An excellent tool for training in the recognition and production of individual sounds of the English language is *phonetics*.

A brief, simple explanation to the student regarding phonetics and the phonetic alphabet is advisable. The following suggestions may be helpful in explaining phonetics before the symbols are presented.

In the system called phonetics, there is a written symbol for every sound a human being can make when speaking.

Any language can be written using phonetics. Because all languages can be written by this alphabet of symbols, the complete phonetic alphabet is very long.

Your language can be written in phonetics. English can be written in phonetics. All of the symbols are not needed to write any one language. Only a small number of the symbols are needed in writing English.

It is very helpful to write English in phonetics because then pronunciation is EASY.

These are the symbols used in writing English. (Hand out lists which have been made for the individual students or point to a list written on the blackboard for them or give the page number in a book containing such a list. In the Orientation Center we frequently use the list found at the beginning of any volume of *An Intensive Course in English for Latin-American Students* (16). Each student in the class has a copy of this textbook in front of him.)

Today we are not going to try to learn all of these symbols. Today we are going to study the symbols for the vowel sounds in English.

Although not necessary, it is helpful to place the 14 individual vowel symbols on the suggested vowel chart. The chart is best taught from bottom center proceeding upward—the left side first and the right side afterwards. For better results, fill in the chart as you teach each sound. Fill in at least one key word, writing it with letters and symbols. Whenever you write a phonetic symbol, enclose it (or a group of them) in brackets or parentheses to avoid confusing the student. Make this a constant practice, explaining to the student that this procedure will be followed.

At the end of the first period the students should have seen and heard and produced each vowel sound. Begin with unison recitation of the sounds. This unison gives the timid students confidence: The teacher should pronounce each vowel sound (and later each key word) just before the class repeats it. Ultimately each student himself must reproduce the sounds individually.

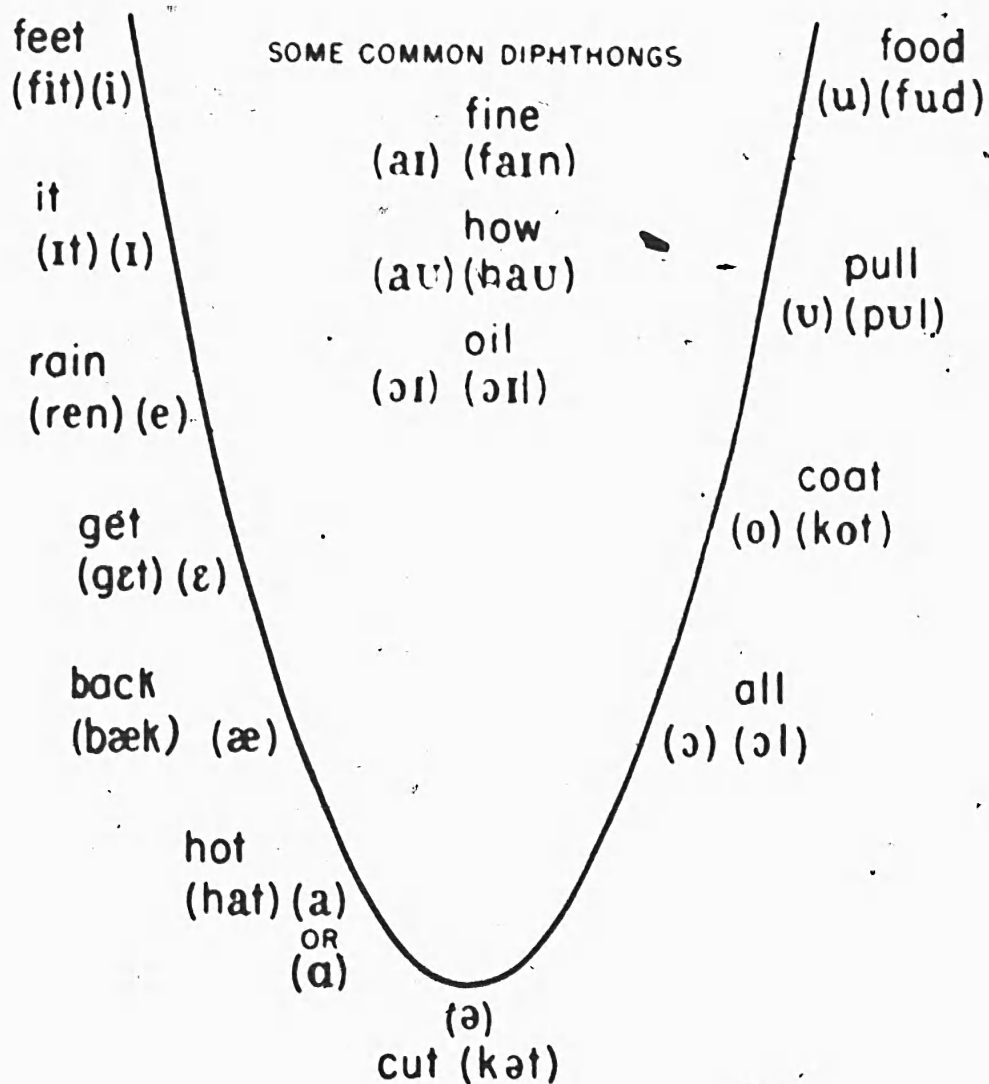
SPECIAL NOTE REGARDING THE PHONETIC SYMBOLS USED HERE: To the phonetic scholar some of the following symbols are so broad that he might consider that they would be better described as representing phonemes. Through experience, however, we have found that as instruments to facilitate teaching pronunciation of English sounds to foreigners they are useful and adequate as written here. The sign (:) representing prolongation of sound is not used. Instead, the student is constantly reminded to make long vowel sounds when speaking English.

One teacher uses this vowel chart each morning as a warm-up exercise. The first student to arrive is asked to put it on the blackboard. Soon no student needs his notebook for reference in drawing the chart. The pronunciation and recognition practice is varied each day. Sometimes a student goes to the board to point out a sound he thinks the teacher or another student is producing. Sometimes the teacher asks students to produce sounds while she tries to recognize them and points to what she hears.

A useful exercise is to write the list of key words and review the correct symbols, placing the latter in parentheses after each word. Then the teacher writes a second list of 11 words (or 14 if the common diphthongs are used). This second list should be familiar words which the students have already studied. No two words in any one list have the same vowel sound. The students are asked to match the identical vowel sounds in the words in the two lists. (Do not use words of more than one syllable.)

<i>Key words</i>	<i>Words to be matched</i>	<i>Answer (given later)</i>
fret (i)	foot	6
it (ɪ)	some	11
rain (e)	day	3
get (ɛ)	fat	7
back (æ)	slow	4
hot (ɑ)	meat	10
cut (ʊ)	men	2
all (ɔ)	do	9
coat (o)	or	5
pull (ʊ)	got	1
food (u)	his	8

VOWEL SOUNDS IN ENGLISH



NOTE: ANY SET OF CORRECT WORDS IS ACCEPTABLE AS A KEY.
 YOU MAY DEVISE YOUR OWN SET.
 WRITE THE WORDS, THEN REWRITE THEM IN PHONETIC SYMBOLS.

CONSONANT SOUNDS IN ENGLISH

PAIRED SOUNDS

VOICED†

VOICELESS

(z) zero ('ziro)	(s) speak (spik)
(b) boy (bɔɪ)	(p) put (put)
(d) door (dɔr)	(t) take (tek)
(v) voice (voɪs)	(f) friend (frɛnd)
(g) good (gʊd)	(k) come (kəm)
(ð) that (ðæt)	(θ) thank (θæŋk)
(ʒ) pleasure ('plɛzər)	(ʃ) shoe (ʃu)
(dʒ) judge (dʒədʒ)	(tʃ) child (tʃaɪld)

NOT PAIRED

(l) learn (lɜrn)	
(r) run (rən)	
(m) map (mæp)	(h) house (haʊs)
(n) night (naɪt)	(hw) where (hwɛr)
(ŋ) ring (rɪŋ)	
(y) you (yu)	
(w) well (wel)	

† ALL VOWELS ARE VOICED

When teaching English vowel sounds the teacher cannot repeat too often the admonition, "Open your mouth and take time."

Vowel phonetic symbols are particularly useful in correcting mispronunciation. A teacher immediately writes the mispronounced word on the board and then writes the phonetic symbol above the letter (or letters) mispronounced. For example:

(ə)

republic.

Frequently the student who is familiar with phonetics can correct himself.

When we teach the consonant sounds with their related phonetic symbols, we find it convenient to teach, at the same time, the distinction between voiced and voiceless sounds. This information will later be valuable in teaching the rules for pronouncing the plurals of nouns, the termination for the third person singular form in the present tense, and the past of all regular verbs.

A brief sample explanation of how consonant sounds may be taught follows:

"If the muscle here (point to neck) vibrates (move extended forefingers of your hands back and forth) when you make a sound, we say that sound has voice. It is a *voiced sound*. (Write the word *voiced* at the top of the blackboard at the head of a blank column.) If the muscle (point again) does not move (keep fingers—the same two—apart), we say the sound has no voice. It is without voice. It is *voiceless*." (Write *voiceless* at same level on blackboard and draw a vertical line separating the two.)

Then ask the students to make a simple test. Have each one hiss an "s"; then have each hiss a "z". Now ask them to repeat the same two sounds as they put their fingers in their ears. (Do the same yourself.) Students feel the difference immediately. Some also like to try to feel the difference at their necks when the vocal cords are vibrating, but this is a more difficult test for the novice. Then write (s) under voiceless and (z) under voiced.

Now connect (s) and (z) with a dotted line as you say that they are a pair of sounds. (Explain *pair*, if necessary. A pair of shoes means two related shoes. Point to your own. Then put your foot next to some student's shoe and indicate that there are two shoes but they are not a pair. Show a pair of gloves. Then point to the board and repeat, "A pair of sounds.") Continue the explanation. "These sounds are related, but they are not quite identical. One is voiced. The other is voiceless. Many English sounds are in pairs." Begin to write down each pair of sounds with a key word for each. Then add, "Some sounds are not in pairs." Write these sounds. The final table of consonant sounds will

look like the one on page 20, except that, again, as with the vowel sounds, you may select your own key words.

As you write symbols which are not identical to letters, it sometimes helps students fix them in mind if you make some identifying comment. Here are some examples:

Speak of (ŋ) as "n with a tail" and write an n, and then tack on a tail.

Describe (ʃ) as the "s that is stretched" and make a pulling gesture.

Show that (tʃ) is a combination of two of the others. To demonstrate this sound, make the sound of a train starting.

Indicate that (ð) is really just a circle with an x on top. Exaggerate the (ð) and (ə) by sticking your tongue well out between your teeth.

Bring your teeth down prominently over your lower lip when demonstrating (v) and (f).

The consonant symbols seem easier to teach. The actual production of sounds may be much more difficult. Elimination of bad habits may be even harder (e. g., "I sink so" for "I think so"). Constant correction must be made in class.

Exercises to distinguish sounds may be varied. For production of sounds, the teacher is at the board writing or pointing to what the student is speaking. For recognition, the student may be at the board as the teacher pronounces. The list for such an exercise usually grows naturally out of classroom experiences. For example:

I live—I leave
My foot—My food
He thinks—He sinks
Two bills—Two beers
were—we're—wear

Some teachers find it helpful in demonstrating the production of sounds—whether vowels or consonants—to draw a diagram showing the relative position of the tongue, for example, in different vowels. Others like to demonstrate with a plaster model of the organs used in producing speech. At the Orientation Center we find mimicry one of the best teaching techniques. Mimicry is used not only for teaching sounds, but for teaching words and rhythm units. Rhythm is extremely important. Even though a student pronounces every word or sound correctly, if he does not speak with what we call "English rhythm" he may not be understood.

Stress or accent (an accent mark or stress mark is always placed before the stressed syllable when one is writing in phonetics) is taught as the process of making the voice higher (pitch) and louder (volume) on the important word or normally stressed syllable in a word when a group of related words are spoken together. For example:

The lawyer is a student.

Normal stress may be indicated in writing in several ways, for example:

The LAWyer is a STUdent.

or

The láwyer is a stúdent

or

The lawyer is a student.

or

The/law/yer is a /stu/dent.

or

(ðe 'lɔɪər ɪz ə 'stʊdənt)

A teacher may prefer to tap with a pencil, making a loud tap when there is to be stress as she pronounces the sentence orally. Students practice first in unison. Then those with a feeling for rhythm are asked to repeat the sentence alone with the pencil. Finally, even the shy speakers will repeat it.

Proverbs are useful in teaching rhythm. In memorizing a proverb the student seems to fix the rhythm in his mind, and it carries over into other sentences when he speaks.

Contractions must be taught. Even if a student does not wish to use them, he has to be able to recognize them. When others are speaking to him the student will constantly hear such words as: don't, doesn't, didn't, won't, I'll, you'll, he'll, we'll, they'll, I'm, you're, and they're.

In regard to English as it is commonly spoken with slurred sounds, recognition is more important than production. Even though a student prefers to speak with precision, he must learn to understand when rapid English is spoken to him. For example, the word *to* (tu) in the phrase *to the store* is reduced to (tə); *the* is already (ðə) so a student must recognize (tə ðə stɔr). When English is spoken quickly the word *he* (hi) becomes 'e (i); *his* (hɪz) becomes 'is (ɪz); and 'is (ɪz) becomes a slight buzz (z). When all of this was being taught to one foreign student, he remarked, "Now I learn how to unpronounce all the words I learned to pronounce in the last lesson."

A good drill for a few minutes each day is to speak everyday questions quickly, either turning from one student to another for answers or letting the student who is first to recognize the phrase have the privilege of giving the answer.

How are you?

What is your country?

Where are you from?

What's your work?

When did you come?

Where did you eat lunch?

What day is today?

Finally a note about dictation. Dictation may be a list of sounds to be written phonetically, or words, phrases, sentences, or a paragraph to be written for spelling practice. Unless the student reads back what he has written, dictation is solely training in recognition.

The teacher's rate of speaking varies with the level of the class and the type of material being taught. But every student should have an opportunity every day to hear normal conversation of a native speaker or speakers. And he should, in addition, be given an opportunity to try to participate in such a conversation.

Occasionally the question of regional differences in pronunciation of English is raised by a student. Although we do not emphasize these differences, particularly with beginners, we acknowledge that they do exist. Sometimes they may be used to illustrate the fact that the rhythm in English is as important as the pronunciation of individual sounds, and that regional differences of pronunciation are therefore not as vital as at first they may seem. Members of the staff of the Orientation Center have different regional speech backgrounds, and the fact that the student hears each of these teachers at some time during the week makes it easy for him to accept regional differences without much difficulty.

Courses for General Orientation for All Levels

In addition to the periods of study devoted to the mastery of reading, writing, speaking, and hearing of English, we have one period a day in which we present some aspects of life in the United States. The subjects we emphasize are principles of the United States Government, the geography and early history of the United States, current events, literature, education, social customs, common idioms, and professional vocabulary. The teacher responsible for teaching one of these subjects prepares an outline of lessons which she can cover in about 8 weeks, giving one lesson a week to each group. In a beginning class, the material that can be introduced is limited and is stripped down to basic elementary construction; in the advanced classes, on the other hand, a more comprehensive course can be given.

Field trips are taken to illustrate these courses. Linked with the lessons in government are trips to the Congress, to the Supreme Court, to meetings of congressional committees, and to the Federal Bureau of Investigation. History lessons are brought to life by the murals in the Capitol Rotunda, and through visits to Mount Vernon, the Lee Mansion, the Tomb of the Unknown Soldier, the Lincoln Museum and Memorial, Colonial Williamsburg, and other historic places in this area. Lessons in the cultural life of the United States are illustrated by visits to art galleries, libraries, schools, and universities. In addition students are kept informed about the many free concerts and art lectures and are encouraged to attend them.

While spending the day together on these trips, we become better friends, and the teachers learn the personal needs and desires of those students who would hesitate to mention private matters in a classroom atmosphere. We can also give lessons in names of foods and the selection of inexpensive nourishing lunches, and demonstrate without words an aspect of democratic living by going in and out of congressional meetings and court sessions without special permits.

Although the location of the Center in Washington provides many advantages, it does not have some special advantages possessed by centers in other locations. For example, the informal atmosphere of Hat-

Hattiesburg, Miss., is described in the report from the Latin American Institute of Mississippi Southern College. This report says that the students are housed in some of the better homes of the town, near the campus, and that the families with whom they live take warm personal interest in the students, inviting them to eat with them and to spend their free time in their company. We quote:

As a regular part of the course, business and professional people from the Hattiesburg trade area give talks to the groups. The professional men of the class are introduced to men of their profession and are afforded an opportunity to study and observe their profession or business at first hand.

One dentist from Peru was invited by a local dentist to his office to observe procedure in dentistry. The visiting Peruvian dentist was the guest of honor at a convention of doctors of dentistry in Atlanta, Ga. Lawyers are invited to attend sessions of court, and trials by local lawyers. Medical doctors and nurses are invited to visit the hospitals to observe medical practice and are guests of honor at city and county medical meetings. Ranchers, farmers and those interested in agriculture are taken on tours of inspection by the local County Farm Agent. The same procedure is observed with other professions represented. A member of the Mississippi State Senate and a member of the Mississippi Legislature lecture to the group on the local, State and national governments. (28)

The Bulletin of Louisiana State University reports that, in their program of 1949, there were three trips of outstanding interest. A unique feature of all of these trips was the cooperation of groups in the communities visited. For example, in a day spent in Natchez, Miss., the students were entertained at luncheon, dinner, dancing, and in antebellum homes by Rotarians, newspaper groups, two garden clubs, and many local people. (55)

In the Orientation Center we use many films in our courses for general orientation. To prepare the class for a film before showing it, we obtain the script and paraphrase it, putting the story into short, simply constructed sentences. We retain the vocabulary of the film so that the students will recognize the words as they hear them. After seeing the film, the students comment on it orally or in writing.

A brief description is given of several of these courses for general orientation as a suggestion of possible ways to approach these subjects.

PRINCIPLES OF THE GOVERNMENT OF THE UNITED STATES

The following brief outline of the organization and the major functions of the United States Government forms the basis of discussion with foreign students who are studying the language and the institutions of the United States.

The vocabulary is selected as appropriate for use with students whose knowledge of English is limited.

The main purposes of the course are:

1. To assist the students in increasing their English vocabulary and to provide practice in English usage.

2. To enable the students to understand the general plan and the main functions of the government.

3. To provide the students with a background in democratic group cooperation; and with some knowledge of current activities of the Government and of personalities in the National Government.

FORM OF GOVERNMENT

The government of the United States is a democracy, since the will of the people prevails through elections. The people elect the legislators and the chief executive. Some officials are appointed. Most appointed officials, however, including judges and cabinet members, are approved by the people's representatives. Thus the people have final authority.

The United States has a written constitution. The Constitution outlines the form of government, prescribes the general method of selecting officials, outlines the functions of the three branches of the Government—the legislative, the executive, the judicial.

The Constitution defines the major powers of the National Government, such as the power to make treaties, to coin money, to establish and maintain a postal system, to regulate trade and commerce among the States, and to regulate commerce with foreign nations.

The Constitution recognizes the State governments. It mentions a few specific things which a State shall not do. For example, no State shall make a treaty with a foreign government or coin money. No state shall deprive any person of life, liberty or property, without due process of law.

The Constitution provides that all powers not given to the National Government nor denied to the State governments are reserved to the States. This *dual* nature of the Government leaves many independent functions to the States. Such functions performed by the States include provisions for public education, for enforcement of State laws, for attention to matters of local government. The Constitution may be amended by the approval of three-fourths of the States.

A National law or a State law must be consistent with the Constitution. The courts may decide whether National or State laws are in conflict with the Constitution.

The Federal Government is composed of three branches: the Legislative Branch, the Executive Branch, and the Judicial Branch. Each branch has certain duties to perform, and each branch acts as a "check" on the other two branches.

The Government is called a government of "checks and balances." The purpose of the system of "checks and balances" is to keep any of the three branches from taking too much power. Examples of "checks and balances":

1. A bill becomes a law when it passes both Houses of Congress and is signed by the President.

2. The President may veto a bill, but the Congress may pass the bill over the President's veto by a two-thirds vote of both Houses.
3. The Courts may decide whether a law passed by Congress and signed by the President is constitutional.
4. The President appoints the heads of the Cabinet, and the judges of the Federal courts, but the Senate must approve the appointments made by the President.
5. The House of Representatives has the authority to impeach officials.
6. The Senate has the authority to hear impeachment proceedings.

THE LEGISLATIVE BRANCH

The Legislative Branch makes the laws. It is called the Congress of the United States. Congress meets in the Capitol Building in Washington, D. C. In order that the people may have full information about the Congress, galleries are provided in the Legislative Chambers for visitors and for the press.

The Congress consists of two houses: The Senate and the House of Representatives.

The members of the Senate are called Senators. The members of the House are called Representatives. Both the Senators and the Representatives are elected by the people. There are 2 Senators for each of the States. The number of Representatives is based on the population. Every 10 years an official count, or census, is made of the people in the United States. After this count is made, Congress determines the number of Representatives. There is 1 Representative for approximately each 304,000 people. All Representatives and one-third of the Senators are elected every 2 years.

The Senate.—There are 96 Senators, 2 from each State. A Senator must be at least 30 years old, 9 years a citizen of the United States, and an inhabitant of the State where elected. His term of office is 6 years; he may be reelected.

The Vice President of the United States is the President of the Senate.

The House of Representatives.—There are 435 Representatives. A Representative must be at least 25 years old, 7 years a citizen of the United States, and an inhabitant of the State where elected. His term of office is 2 years; he may be reelected. The "head" of the House of Representatives is called the Speaker.

THE EXECUTIVE BRANCH

The Executive Branch enforces the laws. It consists of the President of the United States, the Vice President, and the President's Cabinet. The Vice President is the President of the Senate. He becomes President of the United States in case of the death of the President.

The President is elected for a term of 4 years; he may be reelected. The election is held in November of every fourth year. The inauguration is January 20 following the election. The President must be a native-born citizen, at least 35 years old, and 14 years a resident of the United States. If the President should die during the term of office, the order of succession to the presidency is the Vice President and the Speaker of the House of Representatives.

The chief duty of the President is to enforce the laws and the treaties, and "to preserve and defend the Constitution of the United States." In the performance of his duty, the President may:

1. Call special sessions of Congress
2. Suggest legislation to Congress
3. Veto acts of Congress
4. Appoint judges of Federal courts
5. Appoint representatives to foreign countries.

Congress has established nine executive departments to advise and to assist the President. The President appoints the heads of these departments with the approval of the Senate. They make up the President's Cabinet. They meet once or twice each week to discuss problems with the President. The Cabinet consists of the Secretary of State, the Secretary of Treasury, the Secretary of Defense, the Attorney General, the Postmaster General, the Secretary of Interior, the Secretary of Agriculture, the Secretary of Commerce, the Secretary of Labor.

THE JUDICIAL BRANCH

The Judicial Branch explains the meaning of the Constitution, the laws, and the treaties. All laws must agree with the Constitution, which is the basic law of the United States.

Federal courts hear specific cases and assist in settling disputes without force. In a democracy it is important that the people have faith in their courts.

The Supreme Court.—The Supreme Court of the United States is the highest court of the Nation. It has final decision about the meaning of the Constitution, of treaties, and of laws of the United States. It may decide whether the decision of a lower court agrees with the law and the Constitution.

The Supreme Court has a Chief Justice and eight Associate Justices. The Chief Justice presides over the Court. A case is decided by the Justices who hear the case.

The Judges are appointed by the President, but the Senate must approve the appointment. They are appointed for life.

Other Federal Courts.—Congress has established other courts below the Supreme Court: 10 Circuit Courts of Appeals, more than 90 District Courts, and a few special courts. They handle certain types of cases, and thus reduce the work of the Supreme Court.

Congress decides how many judges there will be on these courts and fixes their salaries. They are appointed by the President with the approval of the Senate.

Lessons in government are followed in advanced classes by talks by the students about their own governments—comparing, contrasting, and evaluating. Even in the classes in which the students have little knowledge of English, they are usually so interested in this vital subject that they make intense efforts to speak. It should be kept in mind that in all of our lessons, the subject matter itself is second in importance. The primary purpose of all classes is the teaching of English to the student. When the subject matter touches his own interest, greater effort and success result.

GEOGRAPHY OF THE UNITED STATES

The purpose of these lessons is to give the students a general knowledge of the natural and political divisions of the United States as well as more specific knowledge of the area to which an individual student plans to go for professional training or study. The lectures and discussions are illustrated by films, geography textbooks and atlases, and such magazines as the *National Geographic*. (27)

INTRODUCTION TO LIVING IN THE UNITED STATES

Every country has its own social and cultural institutions; its own customs, manners, and style of living. Learning something about these institutions is necessary for an understanding of a country. The following subjects are interesting to most foreign students, and the topics are selected and discussed to meet the needs of the individuals in the classes.

EDUCATION

Opportunity for a free public education, regardless of color, race, or creed, through elementary and high school, is considered to be the birth-right of every boy and girl in the United States. Local school districts in all the States operate the public elementary and secondary schools. These school districts obtain their major revenues from two sources: (1) Local taxes and (2) State funds which are apportioned to the districts. The compulsory age limits for school attendance vary among the States. Generally the lower age limits are between 6 and 8 years, while the upper age limits extend from 14 to 18. Education is generally coeducational from kindergarten through the university.

The local school district is the basic unit in American public educa-



Jerry Metaxatos, Greece, Said Nasemi, Iran, Piedad Becerra, Ecuador, and Constantinos Mastrontoulis, Greece, meet in the library.

tion. In it is vested wide authority, responsibility, and considerable autonomy. It is free to conduct its educational programs as it sees fit so long as it meets the minimum standards established by the State. The Federal Government does not exercise control over the schools of the States or of the local school districts.

The two most common plans of organization for elementary and secondary education are the 8-4 and 6-3-3 plans. The 8-4 plan provides for 8 years of elementary education followed by 4 years of high-school education. The 6-3-3 plan provides for 6 years of elementary education, 3 years of junior high school education, and 3 years of senior high-school education.

The high schools provide specific instruction for those students who are preparing to go to college, and for those who wish to pursue a vocation upon the completion of high school, as well as a general education for all others.

In addition to the public schools (those financed by the local government) there are private elementary and secondary schools, offering courses similar to those provided by the public installation, since private schools must also meet public-school standards. Some of the private schools are organized by religious groups and others by individuals.

Night schools and adult education: Many school buildings are open not only during the day but also in the evening. Men and women who work in the daytime go to night school to study many things: subjects to complete a high-school course, trades, typing, cooking, child care, etc. These schools are often called community centers. Many schools have two principals, one for day classes and one for night classes.

The university is a group of schools operating under one president and one advisory board. The schools include the college of liberal arts and sciences, the schools of medicine, law, engineering, etc., and are usually built on one campus, as a "university city." The president or chancellor is the head of the university, and the members of the faculty make up the teaching staff. Some of the university students live in their own homes, others in rooming houses, in university residence halls or dormitories, or in organized houses, such as fraternity and sorority houses. Social life on a university campus includes concerts, lectures, forums, dances and teas, all-university sports (football, basketball, tennis, swimming, etc.)

Washington, D. C., is an educational center with many institutions for higher education, as, for example: American University, Catholic University, Georgetown University, George Washington University, Howard University, Miner Teachers College, and Wilson Teachers College.

SOCIAL LIFE

Types of social affairs, receiving and accepting invitations, and punctuality in keeping appointments are discussed. Special days, such as Thanksgiving and Christmas, are explained. Other aspects of social life discussed are customs of "dating"; courtship and engagements; weddings (home wedding and reception and informal church wedding and reception).

Types of entertainment discussed are: Motion pictures (feature picture, news reel, shorts, previews); stage shows; sports (high-school and university football, basketball, baseball, etc., as well as professional sports); concerts, lectures, theatre, and opera; radio and television.

NEWSPAPERS

There is no official national newspaper in the United States, but each large city has one or more newspapers. Many small towns have newspapers, too.

Parts of a newspaper include among others: The news stories, editorials and letters to the editor, commercial advertisements, classified advertisements, sports, weather forecast, and weather story. Special sections include society, woman's page, travel, education, finance, comic strips, and cartoons.

RELIGION

There are two principal forms of religious faith in the country, Christian and Jewish. The Christian faith is found in two main forms, Protestant and Roman Catholic. These religious institutions have many functions besides that of common worship. The churches in the United States are important centers of community life and activity. They organize various groups for adults, youth, and children, for the purpose of study and service, as well as for fellowship and recreation.

THE FAMILY

A knowledge of home and family life is fundamental for understanding any people. The differences in family life in a large city, a town, and a rural community may be contrasted. Changing forms of living have had great influence upon home relationships, but, in spite of these rapid changes, "home" has a significant meaning. Comparatively speaking few homes have servants; their place is taken by the use of labor-saving devices. As a result, almost all of the work in the family is done by the housewife and members of the family. Often guests in a home help with necessary tasks.

The status of single women and "career girls" is sometimes discussed, particularly in regard to the problems encountered by the young, unchaperoned girl living alone in the city. Certain conditions of city life occasionally lead to the making of acquaintances, without an introduction by a common friend. Many American women of high social standing live alone in apartments, with no question concerning their respectability, regardless of the quite different impression given in the motion pictures. An invitation to a woman's apartment for an evening of conversation is not an invitation to improper behavior. "Career girls" of all ages work at interesting jobs and generally lead a busy life outside their work, with their friends, their hobbies, and their other activities.

RACE RELATIONSHIPS

It is believed that we must face squarely, in the discussion of society in the United States, the fact that racial discrimination does exist in many parts of the country. In these discussions an attempt is made to explain that many people are not satisfied with the situation and are making efforts to improve it, but that since this discrimination has had a long history, it cannot be eradicated at once. The foreign student is counseled for his own sake to avoid embarrassment insofar as possible by observing the customs of a locality. That progress is being made in solving this problem is also emphasized.

SOME ASPECTS OF THE EARLY HISTORY AND CURRENT PROBLEMS OF THE UNITED STATES

Interesting films are available which help foreign students to understand something of United States history and present conditions. Many of these films are U. S. Government films and may be borrowed from the film depositories of the various agencies. Included in the bibliography is a list of film guides. A chart compiled by the Office of Education gives information on how to obtain the Government motion picture. (2) In addition, sound films showing industries, geography, history, and life in general in various States can be borrowed from companies interested in transportation, such as oil companies, railroads, and air lines.

Current events are discussed in all the groups as part of their exercises in English speaking and comprehension. Besides this, each class has one period a week in a Current Events course which is based on filmstrips, called "Report on the News." The films are produced monthly by the *New York Times*, and present such subjects as: "The Marshall Plan," "Labor in the News," "Farmers and Prices," and "The Defense of the United States."

Each film usually requires about four lessons for adequate study. Lesson One introduces the film by linking the subject with recent newspaper articles. While the film is being shown the students read aloud the subtitles, and the teacher explains the new vocabulary. Lesson Two shows the film again, and the students review and apply the new vocabulary in conversation. Lesson Three comprises an oral or written test. Lesson Four, in lower groups, makes a thorough review and completes other parts of the preceding lessons. In advanced groups, the fourth lesson period is often used for the presentation of a film of a previous month, which the group has not seen. These filmstrips provide an opportunity for pronunciation drill through reading subtitles aloud. They also make many new words and idiomatic expressions understandable through their visual interpretation. As the present day can only be explained by referring to the past, *The Report on the News* films provide the teacher with appropriate opportunities to teach other periods of United States history.

The weekly movie program described by the Orientation and English Language Institute at the University of California merits being quoted in full:

Movies—Each Tuesday evening during the 1949 Institute, motion pictures on subjects of interest to students coming to the United States from abroad were shown after dinner. Discussion, refreshments, and an informal social hour followed the showing of the pictures.

² Beasley Reid. *How To Obtain U. S. Government Motion Pictures*. Washington, D. C., Federal Security Agency, Office of Education. Reprint from *School Life*, May 1950.

The films shown were obtained from the large library in the Audio-Visual Instruction Department of University Extension. Among the movies shown were the following:

Golden Gate City
California
The Story of California and its Natural Resources
The Bill of Rights
The Story of the Flag
The Westward Movement
The Perfect Tribute (on Lincoln)
The Story of Communication
From Trees to Tribunes
Radio Broadcasting Today (March of Time film)
The Development of Motion Pictures
How we Elect our Representatives
Our National Government
National Parks in the United States
Yosemite
Yellowstone and the Grand Tetons
Music in the United States (6)

The University of California bulletin also carries a list of subjects for their Thursday evening lectures, for example, *The Press in the United States, Government and Politics*, and *Issues and Problems in American Education*. The Mills College pamphlet says that "in order that every student may have drill in taking notes in English, we insist that they present their notes for inspection after every lecture." (44)

PROFESSIONAL ORIENTATION AND VOCABULARY

We have always believed that one of the most important parts of our program of orientation is the making of professional contacts for the students. For example, for our agriculturalists we invite officials of the Department of Agriculture to come for coffee, after classes are over for the afternoon, and to talk to the students informally, leaving plenty of time for questions. We arrange for the agriculturalists to visit the Division of Animal Husbandry at the University of Maryland and the United States Experimental Station at Beltsville.

We take the doctors and nurses to visit hospitals, where, in addition to the general tours, we arrange for them to have longer visits in their own special fields. We get permission for the pediatricians to spend several Saturdays at the Children's Hospital; the specialists in eye, ear, and throat have a chance to see a number of operations in the Episcopal Eye, Ear, and Throat Hospital; the malaria specialists receive permission to go after school for several days to see the studies at the Naval Medical Research Institute. The National Institutes of Health of the Public Health Service, Federal Security Agency, show their laboratories to the public health doctors and nurses and give them bulletins. Many

individual appointments are made for them in school clinics and in visiting nurses' clinics. The Saturday morning lectures at the George Washington University Medical School are often open to them, with permission to audit some of the courses of their specialties.

Sanitary engineers are taken to the water purification plants, the sewage and garbage disposal units, the dairies, and the street-cleaning departments.

Social workers visit orphanages, the juvenile court, and the training schools for delinquent boys and girls.

The teacher trainees visit the schools of their specialties, such as vocational high schools, and are supplied with copies of the courses of study. They are taken to the Office of Education of the Federal Security Agency and to the National Education Association for consultation with persons in the departments dealing with their fields of interest. At Wilson Teachers College they audit such classes as educational psychology.

Lawyers are taken to the Supreme Court and to the civil and criminal courts. For some of them our jury system is completely new. Amazing to many is the fact that our courts are open to the public, who go in and out at will.

Librarians among our students receive special attention at the Library of Congress. Several have obtained permission to work for practice, on a volunteer basis, at the Library after school hours. One of our students, who is to set up the first libraries for children in her country, audited a library course at Catholic University. She has been eagerly translating the textbooks used in the course there so that she can train librarians on her return to her homeland.

The District of Columbia Highway Department has arranged special trips for our highway engineers, taking them on Saturdays to see construction work on new bridges and underpasses. Our engineering students also audit classes at Wilson Teachers College as soon as they have sufficient English proficiency. The subject matter may be familiar to them already, but practice in hearing the scientific vocabulary as pronounced in English is helpful to them.

On field trips the students collect pamphlets or bulletins pertaining to the special fields, and on returning to school they read the publications, reviewing and learning new technical terms.

When there are small groups of one special interest, such as a medical group, a Labor Department group, or an Agricultural Department group, special vocabulary classes are organized for them. For example, in a group of doctors, nurses, and sanitary engineers, U. S. Public Health Service bulletins and Red Cross Manuals are used as vocabulary textbooks, and medical films from the film libraries of the U. S. Public Health Service are available.

The Departments of Labor and Agriculture are willing to lend pamphlets and films on proper application. Study of the scripts before seeing the films and discussion after seeing them are necessary to establish the vocabulary firmly in the student's memory.

The professional trips and the special vocabulary lessons are stimulating to both students and teachers. They aid in provoking lively conversation and in developing confidence in using English as well as in satisfying the natural urge of every professional person to keep in touch with his own work and to go forward in his knowledge of it, even though he is temporarily engaged in learning a new language.

Special Courses for Foreign Students in Universities Not Having English Language Institutes

Conditions in a language institute like our Orientation Center and others to which this bulletin has already referred differ in several respects from conditions in a university or college in which foreign students are carrying a program of regular university courses. Such students accepted by the university are generally assumed to have sufficient ability in English to profit by class instruction in that language. Consequently, it is not considered necessary to devote appreciable time to improving their English. In practice, however, it is often found that some foreign students have language needs not filled by the normal courses in freshman English. Several bulletins have come to hand describing plans by which such situations are met.

An article entitled "English for Foreign Students at the University of Illinois" is a report on the special courses arranged for its foreign students. Rhetoric 111, 112, and 113 provide a rapid review of grammar, intensive drill in sentence patterns, and correction of individual pronunciation difficulties for the students who can take such courses as science and mathematics, but are not able to take lecture courses or courses requiring much reading or writing. Rhetoric 114 and 115 are substitutes for the courses required of American students and fulfill the English requirement for undergraduate foreign students. (3)

A second discussion of this problem of integrating into the university program the English courses, of which some of their foreign students are in need, is given in the pamphlet: *Organization of the Courses in English for Foreign Students given at U.C.L.A.* (38) There are four courses, each giving four units of university credit and meeting for five class hours a week. There are two sections, intermediate and advanced. "The work done in all classes falls under five general headings:

- I. Pronunciation and phonetics.
- II. Written composition and grammar.
- III. Oral composition, reading, and vocabulary study.
- IV. Aural comprehension and orientation.
- V. Individual work and examinations.

The pamphlet contains a detailed description of each of the courses on both levels.

A Handbook on the Orientation and English Language Instruction Program for Students from Abroad, a publication of the University of Denver, is a study of the problems of foreign students who are admitted to the college on a full program basis but need a great deal of help in Orientation and special language instruction. The handbook includes a chart showing the cooperation of the university services and departments and the student organizations in the work of the "Committee on Students from Abroad."

Participation in Community Activities

Our students take part in many of the activities of Wilson Teachers College at which we are located. We encourage our students to do this even though their English may not be good and their stay in the college may be of short duration. For example, when the festival to raise money for the International Student Fund was held, we arranged for our students to show a kodachrome film of South America. Our students made posters to advertise it, sold tickets, operated the projector, and turned in to the fund a gratifying sum.

During Education Week, our students put on the lunch-hour program, showing such films as *Journey into Medicine*.

We join in college picnics, go to some of the college dances, give assembly programs, and attend others, and take our turn helping in the cafeteria during the summer session, when regular help is not employed. If there is any reluctance by the North American student body to accept foreigners, we face the situation frankly and work on it constantly. As our students are usually graduates, North American undergraduates sometimes feel some shyness and are ill at ease with them. We give small informal parties, invite the college students, and plan activities which will immediately mix the groups—such as Paul Joneses—and such competitive games as “Easter Bonnet Parade.” We have small afternoon dancing parties and invite North American students who wish to learn the dances of the other countries.

The elementary and high-school teachers of Washington frequently ask us to send them speakers from the areas of the world which their classes are studying at the time. We help our students prepare for these talks by correcting their errors in grammar and pronunciation. We also help them collect, for exhibit, articles and pictures from the travel agencies, the Pan American Union, or their embassies. A member of the staff often accompanies a student to help bolster his courage. When he comes through such an ordeal with flying colors, he is usually very much gratified by the interest shown in his country by our school children and by the confidence he has acquired in his use of English.

Recently two of our Turkish trainees were invited to attend a sociology class which was discussing comparative religions. They were to speak about the Moslem religion and answer questions related to social

problems growing out of conflicts in religious beliefs. As they were doubtful of their ability to handle the assignment, their own teacher first directed class discussion and reports toward this subject, helping them with the necessary vocabulary and preparing them for questions by stimulating questions from other foreign students, principally Latin Americans. Their preparation developed into an interesting project for the Orientation Center class, and later when the Turkish students spoke in the sociology class, they were successful in contributing an important new viewpoint to the thinking of the North American students.

The Orientation Center joins with the Wilson Teachers College International Committee in having Coffee Hours about twice a month, to which are invited teachers and students of Wilson Teachers College and of other colleges, members of such organizations as the Institute on World Organization, the Inter-Church Fellowship group, and representatives from the Office of Education, the National Education Association, and the Department of State. The programs are varied and interesting. Several times our own foreign students have spoken on such special subjects as "Maternity Care in the Dominican Republic," and "Salt Mines of Colombia," but more frequently the speakers come from Government departments or embassies and talk on educational, economic, or art subjects. Our students as co-hosts help to serve and to introduce the guests. This activity makes them feel that they are a part of the college and gives them an opportunity to hear English and to speak with many people.

In addition to college activities, there are many other community activities in which our students take part. During the year they give a number of talks to groups outside of schools, such as the sorority and fraternity alumni groups, service clubs, church societies, and women's professional clubs. We do not stress this activity, because, after all, our students are still learning to speak English, but we welcome all such invitations heartily and help the students to prepare interesting talks. Their success has often amazed us. Recently, the Junior Auxiliary Chamber of Commerce asked us to send some students to put on a program of songs and stories of their countries. We selected four students to do this and helped them prepare their program. As their English was very limited, we felt considerable trepidation about the result. We were relieved and delighted later to receive a letter from the chairman in which she said that the Orientation Center evening had been the high spot of the programs of the year.

Our students attend the many free illustrated lectures at Government departments and science clubs. Of course we have to "talk up" such affairs in advance and often escort the students ourselves. It is a general practice of our teachers to assign, as home work, attendance at a specific lecture and an oral report on it in class the following day. One

of the regular duties of our secretary is to make multiple copies, for everyone, of what we call "Week-end Suggestions." This sheet tells when and where there will be lectures, concerts, tours of galleries, and civic meetings which are free and of interest to the students. Each



Lizardo Becerra, Ecuador, and Alvaro Torres, Colombia, prepare their lesson together.

teacher takes a few minutes on Friday to read this sheet with the students, to urge them to go, and to assign certain reports connected with it. On Monday morning the conversation period draws from the students' comments and reports on their week-end activities. An effort is made to encourage them to take advantage of opportunities to hear English on Saturday and Sunday, instead of passing the time either alone writing letters home or in conversation with their countrymen.

Our national holiday activities are introduced by appropriate activities, such as conducted trips to Arlington National Cemetery and the Tomb of the Unknown Soldier on Armistice Day, and to the fireworks display on Independence Day. The Christmas holidays have their "Suggestions for a Happy Holiday" program, with one of the staff taking the duty of accompanying the students who want to go to interesting events and places such as the White House Christmas Tree Light-

ing, midnight service in one of the churches, trips to a radio station, to a newspaper building, and to public buildings which the new students may not have seen. The staff member takes her holiday later, when the others are back on duty and able to "double up" classes for a few days. In this way, students who remain in the city during the vacation do not feel lonely and left out of the happy holiday spirit.

We want our students to have at least one experience in being the guests of typical families of our country. Several groups help us to do this. For example, members of the Mortar Board Alumnae Association, the East and West Association, the YWCA, the Pilot Club, the Chevy Chase Women's Club, the American Association of University Women, and women's groups of several churches take as a project, from time to time, the extension of hospitality to our students. These invitations not only lead to many happy hours for individuals in our group, but also provide families in the community with the interest and stimulus which come from a personal acquaintance with educated, intelligent people of other nations and races.

The English Language Institute and Orientation Center of Mills College has reported in its bulletin a remarkable "home" orientation experiment. We are quoting the story in full:

With the 1949 session the Institute tried an experiment which proved so successful that we have made it an important and permanent feature of our program. Upon the completion of the regular course on the Mills Campus, each student was placed in a carefully selected home for one week. Because of the high cost of living and our concern over possible embarrassment, we had each student deposit with the Chairman ten dollars as token payment to his host. A few days before the Institute's closing date we held a drawing at which each student chose his host by lot. The Chairman then forwarded the token payments to each family receiving a visitor.

The results of this week of "home" orientation were highly gratifying. The reports from both hosts and guests leave no doubt as to the value of the experiment. Some hosts became so attached to their guests that they persuaded them to stay beyond the stipulated time without cost. This arrangement was a God-send to two Latin Americans whose schools opened very late in September. They were painfully short of funds and were worried about their maintenance for the extra three weeks. They left for their respective destinations with grateful expressions and good will. (44)

Personal Services to Students

From the time a student comes in our door, we want him to feel that he is a member of our family with all of a family's loving care enveloping him. His problems are usually many. Often he has registered at a hotel and is anxious to move as soon as possible into a cheaper, more convenient place. We have a list of boarding houses where we know our students are welcome and will be well treated. We have already "oriented" the landladies in ways in which they can help students feel at home and get acquainted with others in the house. Sometimes the members of a group coming in together from one country have the idea that they want to live together in the same house. Not yet knowing the cost of living here, they sometimes expect quarters more luxurious than they can afford.

We feel that there is a great advantage in separating national groups. Consequently we must persuade them: First, to agree to live in different houses; second, to live in a double room with a North American roommate; and third, to live in a house where they can also take their meals, as the total cost is much less than living in rooming houses and eating in restaurants. These steps are not always taken all at once. Gently and gradually we have to wean the student away from his dependence on his own countrymen.

Sometimes students are ill when they arrive. Perhaps the airplane trip has caused ears to ache, or perhaps abscessed teeth have suddenly become active. In such cases we take students to the doctor or the dentist, or to the college nurse. Several times we have had to take the place of their own families in seeing them through severe illnesses and operations, sometimes sitting by their bedsides to help them struggle out of ether. We arranged for one of our students to have free medical care in a hospital clinic, because he was ill and had no money.

If the weather is cold or stormy, we look carefully to see that the students are properly dressed. Those who come from warm countries usually need help in getting winter clothes. We accompany them on shopping trips and try to find clothes at a price which fits their budget.

For example, the Army-Navy War Surplus Store outfitted one of our students in an officer's good, practical, waterproofed, topcoat with but-tined-in wool lining, overshoes, and wool gloves, at a total cost far less than even a moderate-priced department store would have charged. We steer the young women students away from the expensive specialty shops to the misses and junior departments in the medium-priced stores and try to give them practical, sound advice on what they need to be warmly and suitably dressed in our climate and environment.

When students do not have any form of health insurance, we tell them about the insurance open to them through the Institute of International Education and help them realize the importance of this protection. We learned to take this precaution through an unhappy experience in which one of our uninsured trainees developed typhoid fever a few days after arriving. Before he was well and discharged by his doctor, he was in debt \$600. On the other hand, one of our insured students had an emergency appendix operation with every dollar of the expense paid by the insurance company.

If families accompany students, we must find comfortable places for them to live. With a stipend of \$170 a month, for example, one of our trainees, an official of his own government, has his wife and baby to take care of. His distress was great at finding how little his income was here in relation to its value in his own country. We helped settle the family very modestly, yet adequately, near the college in one room with a hot plate and some kitchen privileges. They are adjusting themselves, but the process has not been easy, and we have made an especial effort to arrange treats for them in the way of invitations to teas and the theater. The pretty young wife is very hard of hearing and had come to the United States with the hope that an operation would restore her hearing. We took her to a specialist. When she had to be told she could not be helped by treatment or operation, we softened the blow by making an appointment for her at the Washington Hearing Society. We went with her, took care of her baby while she was being tested for a hearing aid, and were gratified when she found the device was going to help her. We also arranged at the Children's Hospital baby clinic for her baby to have the shots for diphtheria and tetanus at the minimum rate.

These personal services are mentioned only to call attention to the problems which a newcomer has to face and which he needs help in solving before he can settle down to getting what he wants to get from his studies or training program. However, we also wish to emphasize that from these warm, human contacts our staff gets great pleasure and deep satisfaction.

That the staffs of other institutes feel the same pleasure in their work with these adult foreign students is evident in many reports. It is well

described in a pamphlet of the English Language Institute of Bucknell University. We quote:

The members of the English Language Institute at Bucknell agree that nothing in their experience as teachers is more enjoyable and rewarding than this opportunity to teach students such as those who are enrolled in our classes. There is nothing more interesting to a teacher than a student who wants to learn, both because he has a practical reason for learning and because he obviously enjoys the process for its own sake. Furthermore, when, as in this experience, the whole question of academic grades and credits is reduced to comparative unimportance, the teacher can concentrate upon knowing his students and in discovering them to be thoroughly interesting and enjoyable people. (46)

Qualifications of Teachers

One conclusion which may be drawn from reading the preceding sections of this study is that the system in our Orientation Center depends upon the quality of the staff.

It is desirable that a teacher have experience in teaching English from the point of view of a foreign language. She must be able to simplify her own speech to functional sentence structure and to understand how to explain the elements of grammar. It is also an aid to the teacher if she herself has learned at least one foreign language, as this background makes her more aware of the peculiarities of English and the difficulties which a learner of any language is likely to encounter.

It is also helpful if a teacher herself has experienced living in a foreign land, where she has had to adjust to a different environment and psychology. She can then constantly remind herself of her frantic frustration when she could not understand or make herself understood and of her sense of inferiority when she stepped overnight from a life where she had her assured place to a world where she was no one.

Even though a teacher has had the experience of living in a foreign land, her knowledge of the customs of some lands is usually limited. We were interested in reading in the pamphlet from Mills College of a two-way orientation program it has developed to prepare its staff for new groups of students. We quote:

If our students are to come from countries outside Europe or Latin America we assemble all available information on the students' country of origin. This insures a two-way orientation, which makes it possible for us to prepare in advance for differences in customs and attitudes, as well as for misconceptions and prejudices hampering mutual relations. We have decided against a rigid course in orientation, but we endeavor to tailor our orientation material for each nationality. Our purpose is not to Americanize our students, but to induce reciprocal understanding, respect, and esteem." (44)

A necessary qualification of a teacher under our system is that she be flexible, cheerfully altering her program to meet changes in class personnel as new students come and others leave for their professional work. A teacher with a warm, outgoing personality helps newcomers to feel welcome and relaxed in their new environment.

Calmness, poise, good humor, dignity, sensitiveness to others' reactions, and willingness to serve are the personal qualities which make a teacher successful in a class of adult foreigners.

Appendix A

UNITED STATES INSTITUTIONS OF HIGHER LEARNING OFFERING ORIENTATION AND ENGLISH INSTRUCTION FOR STUDENTS FROM OTHER COUNTRIES

CALIFORNIA

D. P. Rotunda
Chairman, English Language Institute
Mills College
Oakland 13, Calif.
Richard E. Jones
Executive Head
Department of English
Stanford University ^{1 2}
Stanford University, Calif.
Aurora M. Quiros
Director of English Language Institute
University of California ²
Berkeley, Calif.
Clifford H. Prator
Foreign Student Adviser
University of California ²
Los Angeles, Calif.
Martin H. Neumeyer
University of Southern California ²
University Park
Los Angeles 7, Calif.

COLORADO:

H. M. Crain
Director of Summer Session
Colorado School of Mines
Golden, Colo.
Catherine Ludy
Director, Orientation and English Language Institute
University of Denver ²
Denver, Colo.

DISTRICT OF COLUMBIA

Earle Correll
American University ²
1901 F Street, NW.
Washington, D. C.

Mrs. Margaret Emmons

Director, Orientation Center
Wilson Teachers College ²
11th and Harvard Streets, NW.
Washington, D. C.

FLORIDA

J. Rife Owre
Director, Hispanic-American Institute
University of Miami ²
Miami, Fla.

GEORGIA

S. C. Mangiatico
Director, English Program
Georgia State College for Women ²
Milledgeville, Ga.

IDaho

Arthur H. Beattie
Foreign Student Adviser
University of Idaho
Moscow, Idaho

ILLINOIS

Lawrence M. Lew
Foreign Student Adviser
Bradley University
Peoria, Ill.
Helen Beveridge
In Charge of English for Foreign Students
127 Lincoln Hall
University of Illinois ²
Urbana, Ill.

INDIANA

Office of Director
Department of English
Indiana University
Bloomington, Ind.

LOUISIANA

Audrey L. Wright
Director, English Language Institute
*Louisiana State University*³
Baton Rouge, La.

MASSACHUSETTS

Office of Director
Boston University
685 Commonwealth Avenue
Boston, Mass.
I. A. Richards
*Harvard University*²
Peabody House, Kirkland Street
Cambridge 38, Mass.
H. R. Bartlett
Massachusetts Institute of Technology^{1 2}
77 Massachusetts Avenue
Cambridge 39, Mass.
Mrs. Grace Riddle
Springfield College
80 Wellington Street
Springfield, Mass.
Harold H. Blanchard
Head, Department of English
Tufts College^{1 2}
Medford 55, Mass.
Carol Roehm
Director, English Language Institute
*Wellesley College*³
Wellesley, Mass.

MICHIGAN

Charles Fries
Director, English Language Institute
*University of Michigan*³
Ann Arbor, Mich.

MINNESOTA

Peter S. Mousolite
Director, Macalester Institute for Foreign Students
*Macalester College*³
St. Paul 5, Minn.

MISSISSIPPI

Melvin Nydegger
Director of English Language Institute
Mississippi Southern College
Hattiesburg, Miss.

MISSOURI

C. F. Martin
Chairman, Department of English
*Central Missouri State College*²
Warrensburg, Mo.

NEW YORK

Clarence Linton
Adviser to Students from Other Lands
*Columbia University Teachers College*³
(Open to Teachers College students only)
New York, N. Y.
William Cullen Bryant
Summer English and Orientation Institute
School of General Studies
Columbia University
New York, N. Y.
Virgil Nestruck
Director of English Language Institute
Queens College
Flushing, Long Island, N. Y.
C. H. Gray
Head of Department of English
Rensselaer Polytechnic Institute^{1 2}
Troy, N. Y.
Charlotte B. Tucker
Director, English for Foreign Students
Syracuse University^{1 3}
Syracuse, N. Y.
Barbara Swain
Chairman, Department of English
*Vassar College*²
Poughkeepsie, N. Y.

NORTH CAROLINA

Sturgis Leavitt
Director, Institute of Inter-American Studies
*University of North Carolina*²
Chapel Hill, N. C.

OHIO

Robert M. Estrich
Vice Chairman
Department of English
Ohio State University^{1 2}
Columbus 10, Ohio

OKLAHOMA

Suzanne Lasater
Assistant Professor
Department of English
*University of Oklahoma*²
Norman, Okla.

PENNSYLVANIA

Willard Smith
Director, English Language Institute
*Bucknell University*³
Lewisburg, Pa.

TENNESSEE

Susan B. Riley
George Peabody College for Teachers^{1 2}
 Nashville 4, Tenn.

TEXAS

J. G. Varner
 Chairman
 Committee on English as a Second Lan-
 guage
 Department of English
University of Texas^{1 2}
 Austin 12, Tex.

WASHINGTON

Jane S. Lawson
 Department of English
University of Washington^{1 2}
 Seattle 5, Wash.

WISCONSIN

Paul L. Wiley
 Associate Professor
University of Wisconsin^{1 3}
 Madison 6, Wis.

¹ Orientation courses not offered.

² Program offered during the regular session.

³ Program offered during the summer session only.

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Lists may also be obtained from the information services of various countries by writing to the embassies in Washington, D. C. Many transportation companies, such as railroads and air lines, maintain lending libraries, and many universities rent films at a nominal cost.

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